

## Exhibit 1.2

### Goals and Core Indicators of the WIA Adult Education and Family Literacy Act and NRS Core Outcome Measures

Goals of Adult Education Described in the Adult Education and Family Literacy Act of WIA	Core Indicators Required by the Adult Education and Family Literacy Act of WIA	NRS Core Outcome Measures
Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency	Improvements in literacy skill levels in reading, writing, and speaking the English language; numeracy; problem solving; English-language acquisition; other literacy skills	Educational gains (achieve skills to advance educational functioning level)
Assist parents to obtain the skills necessary to be full partners in their children's educational development	Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement	<ul style="list-style-type: none"> <li>Entered employment</li> <li>Retained employment</li> <li>Placement in postsecondary education or training</li> </ul>
Assist adults in the completion of secondary school education	Receipt of a secondary school diploma or its recognized equivalent	Receipt of a secondary school diploma or GED

## MONTANA 2012-2013

### ADULT BASIC AND LITERACY EDUCATION PERFORMANCE PROJECTIONS Negotiated State Projections

Level	2012-13
ABE Beginning Literacy	32%
ABE Beginning Basic Education	31%
ABE Intermediate Low	33%
ABE Intermediate High	25%
ASE Low	22%
ESL Beginning Literacy	41%
ESL Beginning Low	45%
ESL Beginning High	43%
ESL Intermediate Low	48%
ESL Intermediate High	48%
ESL Advanced	28%
High School Diploma/GED	62%
Enter Post Secondary Ed/Training	62%
Enter Employment	47%
Retain Employment	66%

# ***APPENDIX C***

- *Montana Adult Basic and Literacy Education Assessment Standards and Guidelines* C-1
- *Montana Adult Basic and Literacy Education Distance Learning Policy* C-2

# Montana Adult Basic and Literacy Education Program

## ASSESSMENT STANDARDS AND GUIDELINES

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- Student Profile Form
- Consent to Release Personal Information
- ABLE Postsecondary Enrollment Survey Form
- ABLE Postsecondary Enrollment Telephone Log
- Assessment Standards and Guidelines Training Schedule

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## **Part I – Introduction and Montana Context**

The Adult Basic and Literacy Education (ABLE) accountability is defined through the National Reporting System (NRS) which was established to meet the requirements of Title II of the Workforce Investment Act (WIA). (Public Law 105-220). The WIA authorizes the state grant program to deliver Adult Basic and Literacy Education in order to provide educational advancement opportunities for all enrolled students. The state sets performance standards to meet specific learner outcomes, and the state uses data results to determine a portion of local program funding.

As a necessity for ensuring program compliance, statewide accountability and accuracy for federal and state reporting, funded ABLE programs are required to follow the state Assessment Standards and Guidelines. The Office of Public Instruction (OPI) ABLE staff will review the data periodically to determine needs for technical assistance in adhering to the state Assessment Standards and Guidelines.

For the Montana Adult Basic and Literacy Education (MABLE) data to be meaningful on a statewide and national basis, data collection procedures must be standardized among all programs in the state; that is data must meet the definition of validity and reliability, and data must be defined and collected in the same way by all programs for comparability across state ABLE programs. The local programs are central to data collection efforts.

- Local program effectiveness is judged, in part, by whether these standards are met.
- Local programs are held accountable for helping students determine appropriate educational advancement goals.
- Local programs are held accountable for helping students attain their goals.

## **Part II – Roles and Responsibilities**

### **Program Director**

A program director ensures a data process that collects and reports data with fidelity. A program director plans well, has staff members who are well trained and know their roles and responsibilities, and have needed tools and resources. The program director guarantees a quality system and has oversight by monitoring its operation and identifying problems promptly.

## **Staff**

Staff has a clear description and understanding of its roles and responsibilities for data collection.

Trained, designated staff completes Student Profile Form, checks for accuracy, and places in secure files.

- Trained, designated staff assesses students using the TABE and BEST Plus.
- Trained, designated staff completes a goal setting process with the student.
- Trained, designated staff enters student data accurately into the statewide database.
  
- Staff adheres to NRS definitions for each measure.
- Staff uses standard forms, tied to the statewide database, for collecting data.
- Staff regularly reviews data and checks for missing or inaccurate data that is identified through the statewide database error-checking and quality control system.
- Staff has ongoing training on data collection.
- Staff data entry procedures are clear and timely.
- Staff has timely or direct access to information from the database.

Staff uses assessment for instructional purposes and has a clear understanding of the distinction between assessment for instructional purposes and accountability.

- Staff supplements assessment for accountability with formative instruction-based assessment.

**Note:** Once yearly data are finalized by the OPI ABLE office local programs may not make any changes. The OPI ABLE office will notify all local programs when data changes must cease.

## **Part III – Data Collection Procedures**

### **Section A – Procedures Overview**

Use the following definition from the Workforce Investment Act to determine eligibility of learner for providing ABLE services.

"...the term adult education refers to services or instruction in reading, writing, and math below the Post secondary level for individuals who have attained 16 years of age, who are not enrolled or required to be enrolled in secondary school under State law; and who lack sufficient mastery in reading, writing, and math and/or do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or who are unable to speak, read, or write the English language."

- All ABLE programs will use the Student Profile Form provided by the OPI ABLE office to collect the information necessary for enrollment. Student demographics, locator scores, pretest scores, post-test scores and goal setting shall be entered in the statewide ABLE database as completed.

A copy of the Student Profile Form is located in the Appendix of this document. The purpose of the uniform Student Profile Form is to assure the consistent collection of student information.

- Local programs must enter their local name and address at the top of this form.
- Local programs must not alter this form.
- Local programs may collect additional information as necessary or required.
- Local programs must securely file Student Profile Form.
  
- All ABLE programs will designate and train staff to administer the common Student Profile Form according to the standards stated in this document.
  
- All ABLE programs will train staff to use the information in this document so that all student profile information is collected using a common set of definitions and standards. (NRS Data Dictionary is located in the Appendix of this document.)
  
- All ABLE programs will administer the assessment tests according to the standards stated in this document and according to the recommendations of the test developer.
  
- All ABLE programs will administer a locator and pretest in reading, math, and language arts. The primary area of instruction shall be determined based on the scores of the administered pretests. A posttest in the primary area of instruction is required for education gain.
  
- All ABLE programs will pretest students within 12 hours of instructional activity.
  
- All ABLE programs will assist students in educational advancement, and each student will be guided in selecting additional individual goals that are appropriate according to the standards stated in this document.
  
- All ABLE programs will designate staff to enter and verify the collected information into the statewide ABLE database.
  
- All ABLE programs will designate staff and a process to verify the accuracy of their data entries into the statewide ABLE database.

Designated data entry staff and contact information will be provided to the OPI ABLE office, and the OPI must be notified of any change in data entry staff.

## **Section B – Attendance Records**

- All ABLE programs will keep ABLE student attendance records.

ABLE programs must record the hours of direct instruction or instructional activity the students receive from the program.

Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, including:

- intake;
- goal setting or counseling;
- assessment designed to inform instructional placement decisions, assess progress or inform;
- instruction;
- classroom instruction;
- tutoring; and
- participation in a learning lab

Time used to take GED tests is **not** counted as instructional activity.

Recording attendance includes the following:

Each program will designate the method used to record student attendance as defined by the statewide data base:

- Attendance by individual students;
- Attendance by class – same hours;
- Attendance by instructor; or
- Attendance by class – different hours.
- Attendance should be noted to the quarter hour.
- Attendance should be entered weekly, preferably daily.

## **Attendance cannot be entered after 30 days.**

- Attendance records must be for 10 or fewer hours.
- Hours of attendance must be entered by class.

## **Section C – Goal Setting**

Goal setting is a process that occurs over the time of attendance for each student. Quality goal setting practice is a critical process that cannot be overlooked or underestimated. For each program year of participation, students should review and revise their goals with program staff as necessary during the program year.

Each Montana ABLE program will use the following guidelines while assisting students in setting goals:

Interview the student to determine reason(s) for studying at the ABLE Learning Center.

Assess the student using the TABE 9/10 or BEST Plus.

Review the assessment with the student.

Review preliminary discussion about the student's reasons to study at the ABLE Learning Center.

- Set goals within 30 days of enrollment;
- Inform students that, in addition to an education gain, following participation in Adult Education program, they may choose to work toward one of the following goals:
- Obtain a job
- Retain job
- Earn a GED or secondary diploma, or
- Enter postsecondary education.

Students may select one or more of the above goals.

Discuss long-term goals and short-term goals with the student.

Identify the goal as long-term if the assessment and interview indicate the goal is not attainable within one program year.

Identify the goal as short-term if the assessment and interview indicate the goal is attainable within one program year.

- Break long-term goals into short-term goals, which are attainable within the program year. Consider that for some students, the goal of educational gain will become the most reasonable short-term goal.

Assist the student in selecting other appropriate goals. Additional goals include:

- Achieve citizenship skills;
- Meet work-based project learner goal;
- Improve English language skills;
- Involvement in children's education;
- Involvement in children's literacy – related activities;
- Improve math skills;
- General involvement in community activities;
- Reduction in receipt of public assistance;
- Vote; and
- Improve reading skills.

Note: Additional outcome measures (1-11) are reported on NRS TABLE 11 (optional). Additional goals are not a measurable outcome for local program performance.

Additional secondary goals will be measured through direct communication with students to determine if they attained the goal.

It is the responsibility of each ABLE program to determine student attainment of additional secondary goals listed above.

## **Part IV – TABE Assessment**

### **Section A- Purpose of Montana TABE Assessment Policy**

The TABE assessment is administered consistently throughout Montana ABLE programs to manage and monitor student education gains and to identify areas for program improvement.

ABLE funded programs are to use the Tests of Adult Basic and Literacy Education (TABE) to measure the pre-post progress of all adult learners enrolled in Adult Basic and Literacy Education programs. Beginning July 1, 2005, all Montana ABLE programs are exclusively using TABE 9 and 10. TABE testing materials can be purchased with Adult Education and Family Literacy ACT (AEFLA) funds.

### **Section B – Overview of TABE**

The Tests of Adult Basic and Literacy Education (TABE) have content areas that measure reading, language, mathematics and spelling. There are five overlapping levels for the TABE 9 and 10.

<b>Test Level</b>	<b>Grade Range</b>
L (Literacy)	0-1.9
E (Easy)	2-3.9
M (Medium)	4.0-5.9
D (Difficult)	6.0-8.9
A (Advanced)	9.0-12.9

There are four types of TABE 9 and 10 Instruments:

The TABE Locator Test: The Locator is administered to determine the appropriate level of the TABE Battery to administer to the individual student.

TABE Level L (Literacy): The Level L Test is a Word List located in the Examiners Manual for the Complete Battery. The Word List is designed to help assess the reading level of examinees whose reading abilities are weak or unknown. Typically the Word List could be used when an examinee has difficulty reading while taking the TABE Locator Test.

TABE Survey: A short form of the Complete Battery. The Survey is designed to provide maximum information in a minimum amount of testing time.

TABE Complete Battery: The Complete Battery is comprehensive, including almost twice as many questions as the Survey.

### **Section C – Use of the TABE Instruments**

Montana will require the use of the TABE Forms 9 and 10, Complete Battery or Survey, Levels L, E, M, D, or A for assessment of ABLE reading, writing, language and math.

TABE Locator: The TABE Locator is to be used during the learner intake process to determine which level of the TABE to give learners at pretest. It is critical to use the Locator in order to be able to conduct a valid assessment of learners' skills at pretest with the TABE. The Locator Test assesses reading, mathematics, and language to determine which level of the pretest to administer in each area.



TABE Forms and Levels: ABLE programs are to use the TABE Test Forms 9 and 10, Levels L, E, M, D, or A to measure the progress of learners enrolled in ABLE reading, language and math instruction.

### **Section D – TABE Complete Battery or Survey – Reading, Language and Math**

Upon completion of three pretests, the student's primary area of instruction (student's lowest performance area) will be identified. This is the baseline from which programs will measure student gains. Gains in the primary area of instruction count for educational gains. To obtain an educational gain, a posttest must be administered in the primary area of instruction (reading, language or math) that was determined by the pretest and used to establish the student's EFL. Programs may posttest in additional content areas (reading, language or math).

NRS guidelines require that the PAI must be in the area of the lowest pretest taken. An exception would be in the event a student requests instruction in a specific content area. In this case, the program instructor can declare that the primary area of instruction will be the requested specific content area. Prior to selecting the primary area of instruction based on student preference, it is important to review all three pretests to discuss and clarify the student's academic needs. This provides an opportunity for the student to make an informed decision that will guide his/her instruction. If the student does not voice a preference, the lowest area of performance must be selected as the PAI. MABLE will automatically calculate to the lowest and suggest instruction in the lowest area.

Students must be pre and posted to complete and advance EFLs, except for the possible completion of ASE, where state policy allows completion of the GED to indicate completion of ASE.

### **Section E – Test Forms and Levels**

The OPI recommends that Form 9 be administered as the pretest with all learners entering ABLE programs. Form 10 would then be used as the posttest with Form 9. The same form cannot be used for both pre and post testing.

All assessment scores must be entered into the statewide database within 30 days of test administration.

#### **Test Levels**

Pretest: the Level (L, E, M, D, A) of the Survey or Complete Battery sub-test to be administered at pretest is determined by the learner's score on the TABE Locator. Below are the levels for TABE 9 and 10.

<b>Locator Test Scores Reading</b>	<b>Locator Test Scores Language</b>	<b>Evaluation Chart Mathematics</b>	<b>TABE Level To Administer</b>
6 and below* 7-8 9-10 11-12	6 and below* 7-8 9-10 11-12	4-6* 7-8 9-11 12-16	E (Easy) M (Medium) D (Difficult) A (Advanced)

\*If an examinee scores fewer than 7 correct on the Reading section of the Locator Test, use any previous knowledge of examinee's performance to determine the appropriate TABE Reading level to administer. TABE Level L (Literacy) assesses pre-reading and beginning reading skills. The Level L Word List may be administered as a guide to placement of examinees in Level L or Level E.

\*\* If an examinee scores fewer than 4 items correct in Mathematics, it may indicate that TABE Level L Mathematics should be administered. Use any previous knowledge of examinee's performance to determine the appropriate TABE Mathematics level to administer.

If an examinee's Locator Test scores indicate significant differences (more than two TABE levels apart) in reading, language and mathematics, it is appropriate to assign the examinee varying TABE level test books for reading, language and mathematics.

#### **Post test: Measures student progress**

Use the alternate level of the Complete Battery or Survey that was administered at the pretest (e.g., Form 9, Level M at pretest; Form 10, Level M at posttest). Based on instructor input and/or a pretest score near the top of a level, the student may be post tested with the next level (e.g. student tests near the end of range at Level M and good progress in classroom, posttest with Level D). Caution- Before moving a student up from one level of the TABE to the next, make sure he/she is scoring at the top of the range on the lower level of the test.

#### **All adult learners are to be pre and post tested**

Montana ABLE's goal is to have a statewide pre-posting rate of at least 65 percent within five years. Beginning with the 2008 fiscal year, ABLE programs must show an annual increase in their pre-post test rate of at least 10 percent until the program reaches a 65 percent pre-post test rate. The phased implementation of the 65 percent pre-post test rate should enable programs to implement procedures to increase learners' persistence and thus their pre-post test rates.

Post testing students at the High ASE level may determine student gains within the level.

## **Retesting**

In some instances students may be tested more than once to determine progress gains as they work toward meeting goals. The TABE 9 and 10 user's guide recommends a minimum of six months between testing to avoid the "practice effect" in which a student scores artificially high because of familiarity with the test items. If administering progress assessments, follow these guidelines:

The initial posttest should be an alternate of the test used at pretest (e.g., if Form 9 was used at the pretest, then use Form 10 at progress). After six months has transpired, use Form 9 for a posttest. Alternate between Forms 9 and 10, always making sure that the same form is not used within a six-month period.

If more than one assessment is given, the most recent assessment should be used to determine completion or advancement.

## **Section F – Timed Administration**

Each program will have a TABE Administrator's Guide. Follow the recommendations of the test maker to correctly use the TABE 9 and 10 Assessments which must be timed.

TABE Locator: The Locator reading, language and math tests take approximately 37 minutes to administer. The time limits are generous and allow most examinees time to finish.

- Locator Reading takes approximately 12 minutes.
- Locator Mathematics takes approximately 13 minutes.
- Mathematics Computation takes 5 minutes.
- Applied Mathematics takes 8 minutes.
- Locator Language takes approximately 12 minutes.

TABE Complete Battery and Survey: Each sub-test needs to be administered using the directions in the TABE manual. The following are times for the sub-tests:

Test	Complete Battery	Survey
Reading	50 min.	25 min.
Mathematics Computation	24 min.	15 min.
Applied Mathematics*	50 min.	25 min.
Language	55 min.	25 min.

\*Use of calculators is allowed on the applied math sub-test.

## **Section G – Post testing Administration**

### **Levels 1-4 (ABE)**

The recommended number of instructional hours between a pre and post test for Levels 1-4 (ABE) is 50-60 hours of instruction, with a minimum of 40 hours.

### **Levels 5-6 (ASE Low and High)**

The recommended number of instructional hours between a pre and post test for Levels 5 and 6 is 30-59 hours of instruction.

Each student's term of instruction is unique. It begins at the date of enrollment and concludes one year from the date of enrollment. At the end of one continuous term of instruction all TABE tests taken during the term will be expired. However, if a student post tests within 30 days prior to the end of the continuous term of instruction, test scores may be reentered as pre tests for the new instructional year.

Test scores are valid for one year. If a student "stops-out" for a period longer than one year, tests administered in the prior year are no longer valid; locator and pretests must be administered again.

The state will ensure post testing requirements are adhered to through a quality control test validity report in the statewide ABLE database.

Program directors are required to verify that correct testing procedures are being followed. Waivers must be kept in the students' academic file. Student files will be reviewed during onsite monitoring.

The state will run the test validity report three times per year to verify all programs are following the testing requirements.

## **Section H – Administration Requirements**

The state will provide TABE training through a train-the-trainer model for each program. The training will include: NRS policy, accountability policies, data collection procedures, and the guidelines for administering TABE 9 and 10. Program directors, or lead instructors who complete the state training will be designated program assessment trainers who will provide initial training for new staff. A list of all trained staff must be submitted to the state as individuals are trained. Only staff who has completed the TABE training can administer the tests. The state will monitor appropriate testing protocol through desk monitoring and/or site monitoring.

## Administering the TABE tests:

Each program will have a TABE Administrator's Guide and follow the recommendations of the test maker to correctly use the TABE 9 and 10. Assessments must be timed.

Programs are responsible for documenting that all assessment staff have read and understood administration guidelines.

All programs will document and submit a list of staff that has been trained to administer the tests.

Program staff is required to attend assessment training when offered by the OPI to refresh skills of previously trained staff. The OPI will offer yearly refresher assessment training.

Instructors should not administer or score their own learners' tests.

### **Section I – Use of Accommodations**

Accommodations for testing must adhere to the recommendations described by the test publisher for each test used in the state. Refer to Guide to Administering TABE 9 & 10, Appendix A.

Students requesting accommodations other than category 1 accommodations listed in Appendix A of the Guide to Administering (visual magnifying equipment, large print, audio amplification, markers to maintain place, testing alone, testing in a small group, using adaptive furniture, or use of special lighting and/or acoustics) must provide verification of disability from an appropriate professional.

When students self-report the need for category 1 accommodations, programs must document and maintain a record accommodations provided.

Programs are responsible for submitting to the state a list of all disabled students and types of accommodations provided.

The state will monitor accommodation documentation through desk monitoring/and or site monitoring visits.

### **Section J – Recording of the TABE Data**

Record scale scores, not Grade Level Equivalencies (GLE) in the statewide ABE database. The scale score is the basic or "main" score for the TABE and is used to compute and derive all other scores. Since GLE scores are derived from scale scores, using scale scores to report educational gain gives more accurate results of student achievement. Use the TABE Norms Book (Forms 9 and 10) to convert the number-correct score (the number of test items a student answers correctly on a test) to scale scores. The Norms Book also gives the GLE level for each scale score.

**TABE® Form 9 & 10 – Normed Scale Scores for NRS – Educational Functioning Levels**

Educational Functioning Level	Grade Equivalent	Reading Scale Scores	Total Math Scale Scores	Language Scale Scores
ABE Beginning Literacy	0-1.9	At or below 367	At or below 313	At or below 389
ABE Beginning Basic Education	2.0-3.9	368-460	314-441	390-490
ABE Intermediate Low	4.0-5.9	461-517	442-505	491-523
ABE Intermediate High	6.0-8.9	518-566	506-565	524-559
Low Adult Secondary Education	9.0-10.9	567-595	566-594	560-585
High Adult Secondary Education	11.0-12.9	596-above	595—above	586-above

## **Part V – BEST Plus Assessment Policy**

### **Section A – Purpose of Montana BEST Plus Assessment Policy**

This policy describes the conditions under which ABE funded programs are to use the Basic English Skills Test (BEST Plus) to measure the pre-post progress of all adult learners enrolled in Adult Basic and Literacy Education programs as learners of English as a second language. BEST PLUS testing materials can be purchased with Adult Education and Family Literacy Act (AEFLA) funds after a program has trained test administrators.

This policy became effective July 1, 2005.

### **Section B – Overview of the BEST Plus**

The BEST Plus is a performance-based individually administered face-to-face scripted oral interview. BEST Plus has either a print-based or a computer-adaptive version. BEST Plus measures oral communication and listening comprehension simultaneously.

Note: The print-based version requires the use of BEST Plus software for scoring and student reporting purposes.

### **Section C – BEST Plus Instruments**

#### **BEST Plus Administration**

- Use as both pre and posttest.
- Test scores are valid for one year. If a student "stops-out" for a period longer than one year tests administered in the prior year are no longer valid; a new pretest must be administered.

Note: If a non-native speaking student is assessed at or above the exit criteria using a BEST instrument, the student should be placed in ABE or ASE instruction and assessed with the TABE.

### **Section D – Administration Procedures**

#### **Use of Timed Administration**

- BEST Plus- Individually administered but is not a timed test.
- Examiner should allow at least 20 minutes for each Oral Interview.
- Testing can take longer depending on the response time.

#### **Schedules for Administration of Oral Pre-Post test**

- BEST Plus pre-test should be administered within three weeks of a learner's enrollment.
- Post testing should take place after 60 hours of instruction, or after the completion of one continuous term of instruction.

Each student's term of instruction is unique. It begins at the date of enrollment and concludes one year from the date of enrollment. At the end of one continuous term of instruction all BEST tests taken during the term will be expired. However, if a student post tests within 30 days prior to the end of the continuous term of instruction, test scores may be reentered as pretests for the new instructional year.

The state will ensure post testing requirements are adhered to through a quality control test validity report in the statewide ABLE database.

Program directors are required to verify that correct testing procedures are being followed. Directors must sign a post test waiver for any student being tested prior to 60 hours of instruction. Waivers must be kept in the students' academic file. Student files will be reviewed during onsite monitoring.

The state will run the test validity report three times per year to verify all programs are following the testing requirements

### **Section E – Administration Requirements**

#### **Administering the BEST PLUS**

The state will provide BEST PLUS training. The training will include: NRS policy, accountability policies, data collection procedures, and the guidelines for administering BEST PLUS. A list of all trained staff will be maintained at the state as individuals are trained. Only staff who has completed the BEST PLUS training can administer the tests. The state will monitor appropriate testing protocol through desk monitoring and/or site monitoring.

Only trained staff may administer BEST Plus.

Instructors should not administer or score their own learner's tests.

Program staff is required to attend assessment training when offered by the OPI ABLE office for new staff or to refresh previously trained staff. The OPI will offer yearly assessment training.

### **Section F – Use of Accommodations**

An adult learner with a disability must provide the ABLE program with a disability-related documentation if he/she requires accommodation(s). If a counselor or other program staff person determines through a screening that there is a strong possibility that the learner has a learning, or other disability, a formal assessment may be undertaken. A formal assessment of a learning disability must be administered by a licensed professional (e.g., psychologist, school psychologist, or psychiatrist) and is valid for 5 years from the date of the formal assessment. In some cases, a "licensed professional" may be a speech, vocational, physical, or occupational therapist with verification by a licensed medical doctor, psychiatrist or psychologist.

Programs are responsible for submitting to the state a list of all disabled students and types of accommodations provided.

The state will monitor accommodation documentation through desk monitoring/and or site monitoring visits.

## **Section G- BEST Plus Data**

Enter scale scores in the statewide ABLE database. The scale score is the basic score for BEST Plus and is used to compute and derive all other scores (see Table below). Use the BEST Plus manual (Section III: Scoring BEST Plus) Updated June 2006 to correlate the scale scores to the NRS levels. The statewide ABLE database will translate the scale score into the federal NRS levels. Programs will be able to generate reports that portray student functioning levels and gains using this database.

BEST Plus Scale Scores to NRS Levels

<b>NRS Level</b>	<b>Scale Scores BEST Plus</b>
Beginning ESL Literacy*	400 and below (SPL 0-1)
Low Beginning ESL *	401 - 417 (SPL 2)
Beginning ESL High*	418 – 438 (SPL 3)
Intermediate ESL Low*	439 – 472 (SPL 4)
Intermediate High*	473 – 506 (SPL 5)
Advanced ESL	507 – 540 (SPL 6)
Exit Criteria*	541 and above

\*Data for this table came from this site: <http://www.nrsweb.org/reports/NewESLdescriptors.pdf>

## **Part VI – Student Follow-Up**

### **Section A – Procedures**

For each student, identified goals are entered into the statewide ABLE database.

Goals will be measured in the following manner:

#### **Data Match**

Goal attainment of gain employment or retain employment will be determined by the OPI ABLE office through data matching with the state of Montana Department of Labor and Industry.

Goal attainment of a GED or secondary diploma will be determined by the OPI ABLE office through data matching with the GED records kept by the Oklahoma Scoring Service.

#### **Data Match/Survey**

Goal attainment of entering postsecondary education or training will be determined two ways:

The OPI ABLE office will conduct a data match with the Montana University System enrollment data base.

Local programs will survey those students who are not enrolled in a member campus of the Montana University System.

Note: The OPI ABLE office will explore the possibility of data matching with campus enrollment data not currently reflected in the Montana University System enrollment database.

## **Part VII – Data Matching/Survey Procedures**

### **Section A**

#### **Data Matching**

Every fall, the state will conduct a data match to track outcomes for the following goals: employment, retain employment, GED or secondary diploma, and/or entrance into postsecondary education or training.

The employment information from the Montana Department of Labor is reported a year later than ABLE data. The OPI will match employment and retain employment outcomes for the previous program year (i.e. after completing program year, 2007, data match employment outcomes for program year 2006). The data match outcomes will show in the MABLE database on Table 5 (i.e., if completing program year 2007, the employment data matching results would be for 2006).

Data matching for GED and postsecondary outcomes for the previous program year will be reflected on Table 5 for that year. (Table 5 for 2005-06 will show data match results for GED and postsecondary. Data matching will occur for all of the students that have signed waivers, have a separation date, have goals of employment, and retain employment, GED and/or postsecondary regardless of how many hours they have. Only those students with 12 hours or more will be included on the federal reports.

All data that is matched must have a signed release form on file that indicates the ABLE student agrees to the use of their social security number for data matching purposes. Local programs must use the signed release provided by the OPI ABLE office.

All ABLE students and their goals will be accurately entered into the statewide ABLE database.

At the close of the fiscal year, the statewide ABLE database will be queried for lists of social security numbers and signed release forms to be used for data matching purposes.

For the goals of attain and retain a job, the Department of Labor and Industry will match the data to the appropriate quarter to determine employment and retention.

For the goal of obtain a GED the OPI ABLE office will match the social security numbers of the students with this goal against the social security numbers of successful GED graduates from a list of same obtained from Montana's GED database kept with the Oklahoma Scoring Service.

For the goal of entered postsecondary education, the OPI ABLE office will request the Montana University System to match the social security numbers of the students with this goal against the system's student enrollment information.

Survey will also be used for postsecondary education or training. Local ABLE programs are responsible for contacting their students who had this goal and could not be matched with the Montana University System enrollment data.

Contact will be made with each student who did not match as a Montana University System student.

During the follow-up the following questions will be asked:

Since you left the Adult Basic and Literacy Education program, have you enrolled in any other educational or training programs?

If yes, where are you enrolled?

Each interviewer will keep a contact log on each student that includes:

Date and Time;

Name;

Contact (who, nature of conversation, any messages left, etc.); and

Status (interview completed, scheduled recall, etc.).

Documentation

The results for each surveyed student will be recorded on the state developed telephone log and submitted to the OPI ABLE office.

The OPI ABLE office will correlate the results.

## **Part VIII – NRS DATA DICTIONARY**

### **Main Student Demographics**

#### **Ethnicity**

Alaskan Native or American Indian - a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition. Students will self-select American Indian or Alaskan Native distinction, including Tribal Affiliation.

Asian - a person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent. These areas include, for example, China, India, Japan and Korea.

Black or African American - a person having origins in any of the Black racial groups of Africa, but not Hispanic culture or origin.

Hispanic or Latino - a person of Mexican, Puerto Rican, Cuban, Central or South American, or any other Spanish culture or origin, regardless of race.

Native Hawaiian or Other Pacific Islander - a person having origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands and Samoa. Students will self-select Native Hawaiian or Pacific Islander.

White - a person having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic culture or origin.

### **Student Core Outcome Measures**

A student can have as many core goals as are appropriate for their individual needs.

*Obtain a job* (enter employment): A learner who is not employed at time of entry into the ABLE program can state a goal of obtaining employment. This goal is measured in the first quarter after exit.

*Retain Current Job and Improve Current Job* (retain employment): A learner who is employed at entry and has a goal of improving employment or retaining their employment. This goal is measured in the third quarter after exit.

*Educational Advancement:* Applicable to all learners. For a small minority of the learners, this may be the only applicable outcome measure. For most of the learners, one of the other four outcome measures must be designated, as appropriate.

*Earn a GED or Secondary School Diploma:* A learner who has a goal of passing the GED tests or obtaining a secondary school diploma or its recognized equivalent. This measure is collected only for students who exit during the program year.

*Enter Postsecondary Education or Job Training:* A learner with a goal of placement in postsecondary education or training. This measure is only collected for students who exit during the program year.

If the learner chooses one or more of the following as their self-identified additional goals, it will be reported on an optional report.

In addition to a core goal a student can identify one of the following goals:

*Achieve citizenship skills;*

*General involvement in community activities;*

*Improve English language skills;*

*Involvement in children's education;*

*Involvement in children's literacy related activities;*

*Meet work-based project learner goals;*

*Reduction in receipt of public assistance; or*

*Voting behavior.*

### **Student Main Status Measures**

*Disabled* - Learners who have a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning and working. At intake, referring agency or individual learner reports disability.

*Employed* - Learners who work as paid employees, work in their own business, or who work 15 hours or more per week as unpaid workers in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent.

*Unemployed* - Learners who are not working, but are seeking employment or have made specific efforts to find a job, and are available for work.

*Not in the Labor Force* - Learners who are not employed and are not seeking employment.

*Program Participation* - Learners are participating in federal, state or local government programs, including Even Start, Foster Child Payment, Fuel Assistance, Homeless, Housing Assistance, Medical Assistance, Refugee Assistance, SSDI or other Disability, SSI only, TANF, Tribal New, Unemployed Benefits, Vocational Rehabilitation, WIC, Workers' Compensation.

*Living in Rural Area* - Learner resides in a place with a population less than 2,500 that are not near any metropolitan area with a population greater than 50,000, or in a city and adjacent areas of high density.

### **Student Secondary Status Measures**

*Single Parent* - Learner has sole custodial support of one or more dependent children.

*Residence*-Learner is confined to an adult correctional facility (not able to leave facility); confined to a youth correctional facility (not able to leave facility); living in a community correctional facility (able to leave facility); resident of a mental facility; resident of a community group home; resident of a subsidized housing program; living with friends/family; own, rent or are purchasing residence; homeless.

### **Data**

*Validity* - The degree to which the item measures what is supposed to be measured.

*Reliability* - The degree to which test scores for a group of test takers are consistent over repeated applications of measurement procedure and hence are inferred to be dependable and repeatable for individual test takers.

<b>Assessment Standards and Guidelines Training Schedule</b>		
<b>Date</b>	<b>Training</b>	<b>Where</b>
May (annually)	TABE Training and Assessment Policy	Helena
May (annually)	Best Plus Training	Helena

# **MONTANA'S DISTANCE LEARNING POLICY FOR ADULT BASIC AND LITERACY EDUCATION**

**June 12, 2011**



**Montana  
Office of Public Instruction**  
Denise Juneau, State Superintendent



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# Montana's Distance Learning Assessment Policy

*This policy is intended to define distance learning delivery for all Montana ABLE programs that integrate distance learning into their Adult Basic and Literacy Programs.*

This document is based on the National Reporting System (NRS) distance learning guidelines and the incorporation of ideas and procedures developed by the 2007-2008 distance learning pilot teams: Miles City, Lewistown/Roundup, and Crow Agency/Hardin.

## Setting the Context for Distance Learning

### **THE NEED**

Montana welcomes distance learning as a means to improve the state's Adult Basic and Literacy Education (ABLE) outcomes. Seventeen percent of the adult population (16 years and older) are in need of a high school education and/or skills to function in the workplace. The vastness of Montana often prevents those most in need of literacy services from accessing ABLE programs. Of the 56 counties in the state, 20 offer ABLE services, leaving 36 counties with no ABLE services. Distance education provides a viable option for instruction and a way to recruit a large population of students that previously may not have had access to ABLE services.

Through the implementation of distance learning, ABLE programs will be able to reach the under-skilled employed and unemployed by offering flexible hours and instruction through various types of media. Through the variety of instructional strategies available through distance learning, instructors will be able to engage students previously not attracted to the traditional classroom delivery. Students enrolled in distance education now have the same opportunity as the traditional students to receive quality instruction taught by trained, knowledgeable instructors as students as the traditional student. The greatest attraction to distance learning is the ability of instructors to design delivery around student schedules and life circumstances, enhancing engagement and retention.

### **PILOT PROJECT**

Montana ABLE piloted distance learning in five learning programs spanning several counties which included the largest Indian Reservation in the state. Distance learning was introduced to students during the second semester of 2007-2008 program year in order to develop protocol and instructional methodologies prior to implementing distance learning statewide. The pilot project focused on recruitment through employer contact, student persistence, best practices for distance delivery, and analysis of pilot data to create state policy.

### **PILOT PROJECT DATA FROM JANUARY 2008 TO MAY 2008**

Pilot data has validated that distance learners can succeed in Montana.

1. ABLE programs created stronger community agency liaisons. Employer support included some of the following incentives:
  - increased salaries based on educational attainment
  - paid for GED testing
  - provided designated computer areas at worksites
2. ABLE enrollment numbers have increased 20 – 50 % among the 5 pilot sites
3. GED's have been obtained
  - Five students have successfully completed GED through distance learning
4. On the average distance learners log 8.5 contact hours/week.
5. On the average distance learners are enrolled for 2 -3 months.
6. On the average distance learners made a 20% educational gain after post testing

As with traditional classroom instructional delivery, student retention and persistence are issues that remain a challenge for the distance educator.

## **GOING TO SCALE**

Programs that wish to offer distance learning will have the opportunity to contact the state ABLE director, participate in all statewide required trainings, use state approved curriculum, and manage distance learning according to state policy and NRS guidelines. Distance learning will be a voluntary delivery option, as ABLE programs must be willing to incur increased costs as well as maintain traditional classroom instruction.

Information and technical assistance for local program distance learning implementation is available by contacting the state office or the state's distance learning coordinator.

## **CONTACT INFORMATION**

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### **Carol Flynn**

Distance Learning Contact  
Office of Public Instruction  
  
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# **General Distance Learning Requirements**

## **DEFINITION OF DISTANCE EDUCATION**

Distance education is a formal learning activity where students and instructors are separated by geography, time, or both, for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to:

- **Print**
- **Videotape or DVD**
- **Audio Recordings**
- **Broadcasts**
- **Computer software**
- **Web based programs**
- **Other online technology**
- **Video tapes**

Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

## **DEFINITION OF DISTANCE LEARNERS**

Distance learners are students who receive distance education services as defined above. However, it is not uncommon for adult learners to receive both distance education and traditional classroom education during the course of the program year. Students who receive a blended approach of instruction can only be classified in one or the other at year's end.

Instructors will keep track of student time in the Montana Student Information System (MABLE). Attendance hours will be entered in MABLE in distance learning classes and the traditional classroom setting. As students complete their study, the data system will classify students as either distance learners or traditional learners, depending on where the majority of the student time was spent (51% or greater).

## **REQUIREMENTS FOR MEASURING CONTACT HOURS**

Students in distance education must have at least 12 hours of contact with an ABE program before they can be counted for federal reporting purposes. Contact hours can be a combination of direct contact and distance activities. Distance learning instruction may include a wider range of activities accepted for traditional classroom, which may include:

- Face-to-face contact: orientation, intake, pre-testing, post testing, goal setting, career counseling
- Live online discussions
- Telephone conversations
- Live video broadcast to remote location

Direct contact hours must involve interaction between the learner and the staff in real time where the identity of the learner can be verified.

## **APPROVED CURRICULA**

Montana recognizes GED Online, GED Connections and Skills Tutor as distance learning curricula. As instructors become more experienced and skilled at delivering distance education, Montana will draw from multiple sources to best support instructors and the needs of their students.

### **Montana Recognizes the following Curricula:**

GED Connections, PLATO, Nova Net,  
Missouri GED Online and Skills Tutor

The state will approve additional curricula based on investigation and data analysis. Programs wishing to develop distance learning courses may submit a request to the state agency specifying who is able to develop and teach these courses and provide investigation into how these courses can be approved by the state. This might include information about the training needed for teachers to develop and offer courses, how proxy contact hours will be determined, and what instructional strategies will be utilized.

## **PROXY CONTACT HOURS**

Proxy contact hours must be associated with one of three approved distance learning models of instruction:

**Clock Time Model** – Assigns contact hours based on time that a learner is engaged in a software program that tracks time.

**Teacher Judgment Model** – Assigns a fixed number of hours based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.

**Learner Mastery Model** – Assigns a fixed number of hours based on the learner passing a test on the content of the lesson.

The model used in Montana ABLE programs will vary depending upon the approved curricula. The Web based program, Missouri GED Online, uses the **Learner Mastery Model** to assign proxy hours. In this model, when students demonstrate on a quiz that they have mastered the instructional content at 75 percent they are assigned proxy hours. Students are allowed to retake a quiz after supplemental and/or in class instruction has taken place. After the second attempt diagnostic intervention must take place. After the third unsuccessful attempt students must be redirected. No more than 3 quizzes of the same content are counted. Quizzes one through three may be entered into the MABLE student information system. In the case of Missouri GED Online, the actual assignment of proxy contact hours varies by instructional unit (see chart below).

While using proxy hours, it is important to understand that the identity of the learner and the exact time spent on a learning activity cannot always be verified directly. Proxy hours are an approximation of what the "average" student needs to reach a mastery level. Montana utilizes the proxy hours determined by Missouri GED Online calculated in the section below.

## **Time Approved for Each GED Online Assignment**

### **LA, Reading & Writing Units**

Interpreting What You Read	1.34
Interpreting Info from Graphs	.97
Punctuation.	1.42
Capitalization	.89
Pronouns	1.00
Modifiers	1.5
Verbs	1.5
Subject – Verb Agreement	1.75
Poetry	1.36
Sentence Structure	1.0
Writing Clear Sentences	1.0
Paragraph Organization	1.5
Writing an Essay	1.5

### **Social Studies Units**

Social Studies Assessment	1.25
U.S. History	1.25
Geography	1.0
Political Cartoons	1.25
Additional Work 1 Hour	1.0
Additional Work 1.5 Hours	1.5
Additional Work 2.0 Hours	2.0

### **Science Units**

Science Assessment	1.25
Special Topics	1.71
Earth Science	.75
Life Science	1.03
Chemistry	2.92

## Math Units

Whole Number Word Problems	.82	Ratio and Proportions	1.5
Intro to Decimals	2.17	Percents	1.98
Decimals	1.98	Percent Word Problems	1.2
Decimal Word Problem	1.23	Integers	1.14
Intro to Fractions	2.11	Integer Word Problems	.8
Adding and Subtracting Fractions	1.08	Pre-Algebra	3.0
Multiplying and Dividing Fractions	1.44	Algebraic Equations	2.37
Fraction Word Problems	1.18	Algebra Word Problems	2.8
Estimating and Rounding	2.02	Geometry I	2.15
		Geometry II	2.09

### Proxy Contact Hours Continued...

The Web based program, Skills Tutor, uses the **Clock Time Model** to assign proxy hours. When students log into Skills Tutor with their assigned passwords, the software program tracks their time until they log out of the program completely. The time allotted for each assignment will vary with every student.

### **REPORTING PROXY HOURS**

Montana ABLE has incorporated Missouri GED proxy hour units, as listed above, into MABLE. This incorporation has simplified reporting proxy hours for Montana distance learning instructors. Instructors enter units completed, attendance hours, and pretest and posttest results into MABLE for managing and monitoring student learning.

MABLE contains a class set up titled, "Skills Tutor," which requires instructors to enter the time tracked by the software for each unit the student completes.

All distance learner data will be reported on TABLE 4C (see Appendix A).

### **DISTANCE LEARNING-STUDENT TRACKER TIME SHEET**

State ABLE programs that implement distance learning will have the option of using a student tracker timesheet to assist with data collection. Students can be taught how to use the timesheet to record :

- Hours studied
- Subject studied
- Web sites used
- E-mailed instructor

The student tracking sheet is a time management tool for students, the hours on this sheet are not the hours entered into MABLE. The data collected from this tool can be used to analyze distance learning and help instructor's monitor student progress and plan for future success.

## **ASSESSMENT OF STUDENTS IN DISTANCE EDUCATION**

### **TABE Administration**

On-site assessment administration for the TABE pretest and posttest is required. Student contact hours will be tracked in the MABLE data system. Upon completion of 50 hours of instruction, instructors will be automatically advised that it is time to administer a post test.

- Intake, goal setting, and pretest and post testing must be administered on-site at the Montana ABLE centers.
- The TABE assessment tool will be administered in person by a certified TABE instructor.

### **Instructional Time**

Instructors will count both direct contact hours and proxy hours and report these count hours into MABLE to calculate instructional time.

### **Note**

Traditional class hours and proxy hours are recorded separately. At the end of each program year, MABLE will classify students as either distance learners or as traditional learners, depending on where the majority of their time has been spent.

## **Application and Approval Procedures to Operate a Distance Learning Program**

Montana will allow ABLE programs the option of implementing a distance learning program at their centers in addition to maintaining the traditional classroom setting. Each ABLE program interested in offering a distance learning program will follow these procedures:

- Send the Program Director, and any staff members directly involved, to a distance learning professional development training offered by the Office of Public Instruction (OPI).
- Select one individual to become the lead distance learning instructor for the center. This individual must be able to perform a variety of duties, as described in the ABLE Distance Learning Protocol Guide.
- Complete the activities, as a team (program director, lead instructor and other identified distance learning staff), in order to understand the process of distance learning.
- Coordinate marketing efforts to recruit additional partner agencies/employer partners and potential distance learning students.
- Attend and contribute in a monthly distance learning conference call organized by the state agency (program director, lead instructor and identified staff representative).
- Maintain communication with state staff via e-mail or telephone if challenges arise with distance learning software.
  - On the first Monday of each month send an e-mail to [cflynn@mt.gov](mailto:cflynn@mt.gov) with the following information: names of students that need to be deleted from GED online, and names of students that your programs has deleted from Skills Tutor.
- Develop a yearly distance learning continuous improvement plan including:
  - Analysis of employer's needs;
  - An assessment of students' successes; and
  - A goal to increase the number of distance learners served with an accompanying marketing plan.

\*Note: The Montana pilot project was based on bridging the gap between local employers and Montana ABLE programs. Ideally, all programs will continue to use this format as a means of recruiting distance learning students, as described in the ABLE Distance Learning Protocol Guide).

## **Funding for Distance Learning**

### **State Contribution**

No additional funding will be provided. A reallocation of existing resources may be necessary. Programs that implement distance learning have the potential to increase their total students served and receive additional state monies for numbers served. Programs may receive reimbursements to cover the cost of travel to the required distance learning training sessions

### **Program Contribution**

Programs that wish to implement distance learning must adhere to the Montana Distance Learning Assessment Policy and Protocol Guidelines. Programs may need to fund additional time and resources to distance education. It is also imperative to budget for increased marketing costs during the first year of implementation.

## **Training Requirements**

ABLE programs interested in providing distance education must complete the required state training program. Montana will use the DL 101 course from Project Ideal, which includes a one day face-to-face training followed by 4-8 weeks of transition and program development. Program director and staff will participate in monthly conference calls offered by the state to explore the issues related to distance learning. Program director and staff will also be expected to participate in all state required trainings as additional online resources and curricula are added to the state's distance delivery system



## Appendices

1. Table 4C- Educational Gains & Attendance for Participants in Distance Education

**Table 4C**

## Educational Gains and Attendance for Participants in Distance Education

Enter number of distance education participants for each category listed, calculate percentage of participants completing each level, and enter total proxy and direct attendance hours.

Entering Educational Functioning Level (A)	Total Number Enrolled In Distance Education (B)	Total Estimated and Actual Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning							
ABE Beginning							
ABE							
ABE							
ASE Low							
ASE High*							
ESL Beginning							
ESL Low							
ESL High							
ESL							
ESL							
ESL Advanced							
<b>Total</b>							

Include in this table only students who are counted as distance education students.

Column *D* is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column *E* represents a subset of Column *D* (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column *F* is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column *D* + *F* + *G* should equal the total in Column *B*.

Column *G* represents the number of learners still enrolled who are at the same educational level as when they entered.

Each row total in Column *H* is calculated using the following formula:

$$H = \frac{\text{Column D}}{\text{Column B}}$$

Work-based project learners are not included in this table

\*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

OMB Number xxxx-xxxx, Expires xx/xx/xx

# ***APPENDIX D***

- *Montana Statistics and Census Information D-1*

# ADULT EDUCATION CENSUS DATA AND RESEARCH WEBSITES

Applicants may find the following list of websites useful for obtaining additional statistics for this application. The Montana Career of Technical and Adult Education (MTAE) is committed to ensuring that all information is accessible to all interested applicants. If you cannot fully access the information on these links, please contact the OPI and we will provide you with a printed copy of the information.

- **Montana Census Data:** Data for Montana can be obtained from the following websites:

<http://ourfactsyourfuture.mt.gov/> : State Web site providing workforce information.

<http://commerce.mt.gov/censusresources.mcpix>: State Web site providing Census and Economic resources.

<http://quickfacts.census.gov/qfd/>: Federal Web site that provides census information about Montana.

<http://www.workingpoorfamilies.org/indicators.html#>: Provides information about working poor populations.

<http://www.bing.com/search?q=american+community+survey&src=IE-SearchBox&FORM=IE8SRC&adlt=strict>: U.S. Census Bureau Web site providing ongoing survey data.

- **National Coalition for Literacy:**  
<http://www.national-coalition-literacy.org/recentres.html>: provides annotations of completed research studies as well as research studies in progress.
- **OVAE:** The Office of Vocational and Adult Education  
<http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/facts-figures.html>
- **NIFL:** The National Institute for Literacy  
<http://www.nifl.gov>
- **ERIC:** Education Resources Information Center  
<http://www.eric.ed.gov>
- **NCSALL:** The National Center for the Study of Adult Learning and Literacy  
<http://www.ncsall.net>
- **CAELA:** Center for Adult English Language Acquisition (an excellent resource for ESL models and research.)  
<http://www.cal.org/caela/>